



	<h2>Peer Editing/Revision</h2>
	<ul style="list-style-type: none"> ■ Research has found peer editing to be very effective in improving students' writing skills. ■ It can be used effectively when students are to compose an extended written production (i.e., more than several sentences). ■ It focuses on the process of writing, rather than on the product of writing. 

	<h2>Peer Editing/Revision</h2>
	<ul style="list-style-type: none"> ■ Make sure you give your students a list of criteria to address when editing a peer's composition. Otherwise, the students will not know what to look for when editing another's paper. ■ Give them instructions on how to peer edit. For example, are they allowed to write comments on each other's papers? 

	<p>Criteria for Peer Editing the Microteach Lesson Plan</p> <p>Review each other's lesson plans, providing feedback in the following areas:</p> <ol style="list-style-type: none"> 1. Is the unit title specified? 2. Has the lesson title been indicated? 3. Is the title of the lesson a subcategory of the title of the unit? (For example, if the unit title is "The Solar System," a lesson title might be "Saturn.") 4. Is at least one standard (Next Generation Sunshine State or Core Curriculum Standard) included? 5. Does the standard include both the performance code and descriptor? (e.g., SS.912.P.12. Describe the emergence of psychology as a scientific discipline.) 6. Does the learning goal/experience include all three components: teacher, observable student behavior, and criterion? Is it clearly written? 7. Is the essential/underlying question a higher-level thinking question written in student-friendly language? 8. Does the Content section include only an outline or list of the lesson content? It should NOT be an abbreviated version of the procedures. The content section should answer the question, "WHAT are you teaching in this lesson?" 9. Does the content section also include about 3-6 key vocabulary words that you will be teaching? 10. As you read through the entire procedures section, keep this in mind: Let's pretend you are a substitute teacher and were to follow this plan. When reading the procedures, would you be able to easily implement this lesson or are some parts of the procedures unclear? 11. Is the anticipatory set/ask only something that would get the students interested in the lesson? Is it based on their interests and the lesson content? 12. In the input section, are you specifying how you will present the concept or skill to your students? In the input section of a direct teach at the secondary level, you are mainly lecturing and/or doing most of the talking. 13. Modeling is when the teacher explains and/or demonstrates how to do something that the students will then do later in the lesson. Look over the Modeling section of the plan. Are you truly modeling? 14. In the Checking for Understanding section, does the activity in this section truly help you determine your students' comprehension of what they have just learned? 15. Even though the lesson plan will not be implemented in its entirety during Microteach I, the plan still needs to include the Guided Practice, Independent Practice, Closure, and Assessment/Evaluation sections. Does the plan include these sections? 16. Guided Practice involves progress or activities during which the students are still being assisted by the teacher and/or by each other. Does the Guided Practice section reflect such activities? 17. Independent Practice involves the students working independently (without teacher or peer assistance) at their desks or when at home. Does the Independent Practice section reflect such activities? 18. Does the way you are closing the lesson truly help your students process the information they learned in the lesson? It should require them to be actively involved in the review of the material. 19. Does the Assessment/Evaluation match the learning objective? That is, will it truly measure the attainment of the learning objective or will it measure some other skill? 20. Are ALL of the instructional materials and equipment – for the entire lesson – listed in the Materials/Resources section? 21. If sources (websites, internet sites, etc.) were used in the planning of this lesson, are they listed in the References section? <p>After the entire lesson plan has been analyzed, address the following two questions:</p> <ol style="list-style-type: none"> 22. After reading over the procedures, refer back to the standard (NGSS or CCSS). Do the activities in the procedures truly address the standard? All activities should give the students the opportunity to attain the standard. 23. Review the Procedures section again. The directions should be commands to you, the teacher. As such, there should be no statements including "I" or "The teacher." The directions should read: "Show the students..." "Explain to the students..." If the Procedures section includes "I" or "The teacher," revise the directions so that they reflect commands to you.
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	Peer Editing/Revision
	<ul style="list-style-type: none"> ■ After students revise their papers, the papers may be given to the teacher for feedback or they may be given back to the author for revision for another peer editing session. ■ This process can continue for a few more sessions; the teacher will be the one who ultimately reads the final draft and assigns the final grade. How long this process continues will depend on the teacher. ■ This strategy is not recommended for all writing assignments because it can be very time-consuming.

	Benefits
	<ul style="list-style-type: none"> ■ Students learn about the process of writing. ■ Students learn how to collaborate in helping each other. ■ Students take ownership of their own writing. ■ Oftentimes, students will make observations that a teacher doesn't see. ■ Students can often explain things to their peers in a way that is more comprehensible than the teacher's explanation. ■ This is a non-threatening way to gain feedback on one's work.
